

# St Margaret's at Cliffe Curriculum Overview for Year 2 Term 3 2023-2024

## English

### Composition of writing:

Develop positive attitudes towards writing and an increased stamina by:

- Creating a simple written plan using some key words to help.
- Writing a simple narrative from personal experiences.
- Making simple additions, revisions and corrections to our writing.

### Vocabulary, Grammar and Punctuation:

- Use present and past tenses correctly and consistently.
- Find and use expanded noun phrases in our writing.
- Use imperative verbs.
- Identify speech marks and their uses.

### Reading:

- Language for effect and identifying how vocabulary choices affect meaning.
- Make inference on what is being said and to discuss possible reasons for these events.
- Exploring what we think is going to happen and suggest why we think this.

## Mathematics

### Money

- Count money – pence
- Count money - pounds (notes and coins)
- Count money - pounds and pence
- Choose notes and coins
- Make the same amount
- Compare amounts of money
- Calculate with money
- Make a pound
- Find change
- Two-step problems

### Multiplication and Division

- Recognise equal groups
- Make equal groups
- Add equal groups
- Introduce the multiplication symbol
- Multiplication sentences
- Use arrays
- Make equal groups – grouping
- Make equal groups – sharing
- The 2 times-table
- Divide by 2
- Doubling and halving
- Odd and even numbers
- The 10 times-table
- Divide by 10.

## Music

### Musical Me

- Clap the rhythm of their name.
- Sing the melody accurately while playing their instrument in time.
- Show a range of emotions using their voices.
- Describe the dynamics and timbre of their pieces.
- Play a known melody from letter notation in the right order, if not with the right rhythms.
- Play a new melody from letter notation in the right order, if not in time.
- Invent a melody, write it down and play it back.
- Select instruments with different timbres.
- Compose and perform a piece using different dynamic levels.

## Geography

### Physical features & the local environment

- Use simple fieldwork and observational skills to study the geography of my local area and the key human and physical features of its surrounding environment
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Basic Geographical vocabulary:  
Physical (e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation). Human (e.g. city, town, village, factory, farm, house, office, port, harbour, shop)

## Computing

### Questioning

- To show that the information provided on pictograms is of limited use beyond answering simple questions
- To use yes/no questions to separate information
- To construct a binary tree to separate different items.
- Use 2Question (a binary tree) to answer questions
- To use a database to answer more complex search questions.
- To use the Search tool to find information.

<p><b>Design and Technology</b></p> <p><b>Textiles - Waistcoat for a bear</b></p> <ul style="list-style-type: none"> <li>- Measure, mark out, cut, shape and join textile materials.</li> <li>- Explain what they are making and the tools they are using.</li> <li>- Join fabrics by stitching or gluing.</li> <li>- Decorate fabrics using a range of materials such as ribbons, sequins, buttons and beads.</li> </ul> <p>Use subject specific vocabulary to describe process and product.</p>	<p><b>Art and Design</b></p> <p><b>Painting – Colours and Emotions</b></p> <ul style="list-style-type: none"> <li>- Using colour and marks to express mood.</li> <li>- Experimenting with watercolours, colour washes, ready mix paint etc.</li> <li>- Representing things observed, remembered or imagined, using colour and tools.</li> <li>- Look at inspiration from Van Gogh.</li> </ul>	<p><b>Physical Education</b></p> <p><b>Gymnastics and Agility</b></p> <ul style="list-style-type: none"> <li>- Plan and repeat simple sequences of actions.</li> <li>- Show contrasts in shape.</li> <li>- Perform the basic gymnastic actions with coordination, control and variety.</li> <li>- Recognise and describe how they feel after exercise.</li> <li>- Describe what their bodies feel like during gymnastic activity.</li> <li>- Say why they think gymnastic actions are being performed well.</li> <li>- Show balance on basic apparatus.</li> <li>- Recognise why it is important to move apparatus safely.</li> </ul>
<p><b>RE</b></p> <p><b>What can we learn from sacred books?</b></p> <ul style="list-style-type: none"> <li>- Recognise that sacred texts contain stories which are special to many people and should be treated with respect</li> <li>- Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</li> <li>- Ask and suggest answers to questions arising from stories Jesus told and from another religion</li> <li>- Talk about issues of good and bad, right and wrong arising from the stories</li> </ul>	<p><b>PSHE</b></p> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>- I can choose a realistic goal and think about how to achieve it.</li> <li>- I carry on trying (persevering) even when I find things difficult.</li> <li>- I can recognise who I work well with and who it is more difficult for me to work with.</li> <li>- I can work well in a group.</li> <li>- I can tell you some ways I worked well with my group.</li> <li>- I know how to share success with other people.</li> </ul>	<p><b>Science</b></p> <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>- Notice that animals, including humans, have offspring which grow into adults</li> <li>- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>